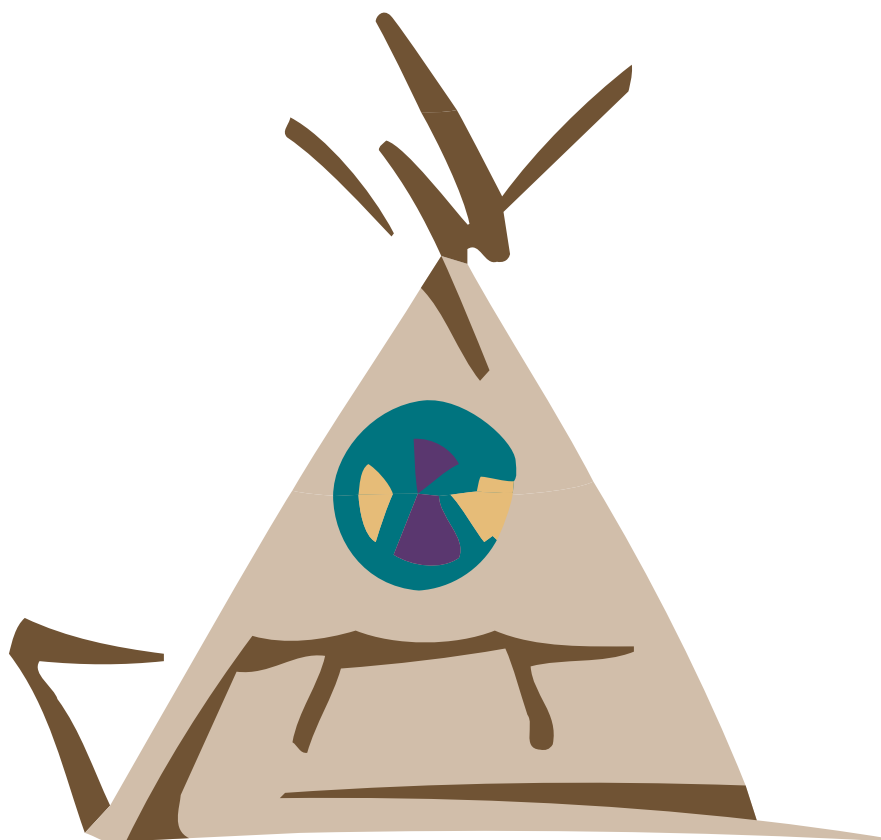


NINTH ANNUAL STABILIZING INDIGENOUS LANGUAGES SYMPOSIUM



- **Montana State University Conference Center •**
Bozeman, Montana
June 9-11, 2002

• STABILIZING INDIGENOUS LANGUAGES •

Welcome to the Great Plains:

We are glad you could join us for the Ninth Annual Stabilizing Indigenous Languages Conference here at Montana State University in Bozeman, Montana.

Through our many different jobs and vocations we have undertaken the mission of teaching our children about their languages and cultures. This is a very serious and challenging duty. We need the help of many people to do this task effectively. This conference is one way of helping each other in this undertaking. Through the sharing of our experiences and successes we help each other to share our love of our languages and cultures.

We would like to thank the Montana Association on Bilingual Education, Montana Office of Public Instruction, Montana State University, and RJS & Associates for their support and sponsorship of this conference. We also wish to thank the planning committee without whose help we would never have been able to put on this conference.

Rolf Groseth
Conrad Fisher
Joan Franke
Lynn Hinch
Dr. Richard Littlebear
Leon Rattler
Dr. Lanny Realbird

Dr. Jon Reyhner
Paul Rosette
Brenda St. Pierre
Dr. Nate St. Pierre
Joyce Silverthorne
Dr. Wayne Stein
Elaine Top Sky

Our wish for you is that you enjoy your stay here in Montana, that you have good conversations with old friends and meet new ones. We hope that the sessions and workshops will provide you with valuable information to help you in your endeavors to teach our children our languages so they may understand and be proud of who they are.

Leon Rattler
President
Montana Association on Bilingual Education

• CONFERENCE OVERVIEW & MAPS •

SUNDAY, JUNE 9, 2002							
Time	Strand Student Union	Ballroom A	Ballroom B	Ballroom C	Ballroom D	Room 275	The Oval
1:00 - 5:00 p.m.	Registration						
6:00 - 8:00 p.m.		Reception/General Session — Dr. Geoffrey Gamble					
MONDAY, JUNE 10, 2002							
Time	Strand Student Union	Ballroom A	Ballroom B	Ballroom C	Ballroom D	Room 275	The Oval
8:00 a.m. - 12:00 p.m.	Registration						
8:30 - 10:00 a.m. Concurrent Session I			P. Brand— <i>FirstVoices.com: Aboriginal Languages Online</i>	W. Holm— <i>Teaching "Situational" Approach to Language Immersion Programs</i>	L. Rattler— <i>Language and the Student</i>	P. McConvell— <i>Community Programs and Bilingual Education Programs: How Can They Work Together</i>	
10:15 - 11:45 a.m. Concurrent Session II			S. Denny— <i>Let's Talk About Our Chippewa Cree Language</i>	C. Bedonie— <i>Promoting Navajo Language Through Literature</i>	N. Steele— <i>Language Revitalization in California</i>	Q. Driskill— <i>Mothertongue: Healing from Patriarchy and Colonization</i>	
11:45 a.m. - 1:15 p.m.				LUNCH—ON YOUR OWN			
1:30 - 3:00 p.m. Concurrent Session III			J. Lachler— <i>Using Technology to Revitalize Language and Culture: Report from the Jicarilla Apache Dictionary Project</i>	H. Dineyazhe— <i>Learning from the Canyon</i>	H. Blair— <i>Resource Development: Preparing Indigenous Language Advocates, Teachers, and Researchers</i>	T. Hirata-Edds— <i>Language Acquisition and Native American Language Revitalization</i>	

MONDAY, JUNE 10, 2002 (CONTINUED)

Time	Strand Student Union	Ballroom A	Ballroom B	Ballroom C	Ballroom D	Room 275	The Oval
3:15 - 4:45 p.m. Concurrent Session IV			G. Yellowhair— <i>Keeping the Language and Culture Alive</i>	C. Fisher— <i>ANA - Language Master/ Apprentice Project</i>	J. King— <i>'Whaia te reo': Metaphor Use by Newly Fluent Speakers of Maori</i>	F. White— <i>Native American Teaching Styles</i>	
6:00 p.m.							Barbeque

TUESDAY, JUNE 11, 2002

Time	Strand Student Union	Ballroom A	Ballroom B	Ballroom C	Ballroom D	Room 275	The Oval
8:30 - 10:00 a.m. Concurrent Session V			L. Falcon— <i>Language Immersion: A Paradigm for Academic Excellence</i>	J. Davis— <i>Indigenous Sign Languages of North America</i>	A. Goodfellow— <i>Changing of the Guard: A New Generation of Native Language Teachers</i>	P. Watchman— <i>Student Achievement in this Culture of Change</i>	
10:30 a.m. - 12:00 p.m.		General Session Keynote - Dr. Richard Littlebear					

• STABILIZING INDIGENOUS LANGUAGES • 2002

• SUNDAY, JUNE 9 •

1:00 - 5:00 p.m. Registration Strand Student Union

6:00 p.m. Reception/Opening Session Ballroom A

Invocation:

Dr. Henri Mann, Endowed Chair
Native American Studies, Montana State University

Welcome:

Leon Rattler, MABE President

Keynote:

Dr. Geoffrey Gamble, President
Montana State University

• MONDAY, JUNE 10 •

8:00 a.m. - 12:00 p.m. Registration Strand Student Union

8:30 - 10:00 a.m. Concurrent Sessions I Ballroom B

FirstVoices.com: Aboriginal Languages Online

Peter Brand, FirstVoices Coordinator
First Peoples' Cultural Foundation
John Elliott, Chairman
Saanich Native Heritage Society
Victoria, British Columbia, Canada

FirstVoices.com is a brand new resource providing Aboriginal communities with the tools to record and archive their language directly into a powerful and secure online database. FirstVoices.com was developed by First Peoples' Cultural Foundation, a well-established non-profit Aboriginal organization in British Columbia, Canada. The FirstVoices concept was presented at the 2001 Stabilizing Indigenous Languages Conference in Flagstaff, Arizona under the working title "I-Dictionary." Conference delegates will have an opportunity to see the full range of capabilities of this exciting multimedia language archiving tool and related language-teaching resources.

8:30 - 10:00 a.m.

Concurrent Sessions I (Continued)

Ballroom C

Teaching "Situational" Approach to Language Immersion Programs

Wayne Holm

Irene Silentman

Laura Wallace

Navajo Nation Language Project

Window Rock, Arizona

This presentation will focus on five different activities that demonstrate ways to use the "situational" approach to teaching a heritage language besides just lists of nouns/words. The main emphasis using this approach will be on verbs. The Navajo language will be used to demonstrate these mini-lessons. These activities can easily be adapted to other native languages; therefore, speakers of other heritage languages are encouraged to participate.

Ballroom D

Language and the Student

Leon Rattler, Director

Blackfeet Community College Education Department

Browning, Montana

Students today lack the understanding of self and country as an American Indian. Today's talk is about cultural diversity, curriculum, education - what are they? Learn how you can help students (using our language) understand who they are by heritage, the importance of understanding the meaning of their name, and what flags they travel under. Learn how we can use language to give a basic awareness to the question of "respect." Respect comes when you have knowledge of "Who am I?, What is my heritage?, What does my tribal flag represent?"

Room 275

Community Programs and Bilingual Education Programs: How Can They Work Together

Patrick McConvell, Research Fellow

Australian Institute of Aboriginal and Torres Strait Islander Studies, Canberra, Australia

There are over 100 Indigenous languages spoken in Australia, but they are threatened and declining in a similar way to those in North America. Funding and administration of assistance for indigenous languages is split two ways: a small amount of money for community-based programs and research, which is channeled through a federal agency, but education is the responsibility of the states. In recent years indigenous bilingual education programs have been closed down by two state governments, which were formerly in the lead in this field. Funding does go from federal agencies to regional language centres for community programs, but there are strong administrative pressures against linking these with school programs, which is seen as a problem by many indigenous people who would like to see regional language centres and schools working closely together. It may be that people from elsewhere in the world can help with solving some problems in the way programs are set up in Australia. On the other hand we may share a range of problems together so we can discuss possible paths through them together.

10:15 - 11:45 a.m.

Concurrent Sessions II

Ballroom B

Let's Talk About Our Chippewa Cree Language

Henry Daychild

Sylvia Denny

Brenda St. Pierre

Pauline Standing Rock

Louise Stump

Pearl Whitford

Rick Sunchild

Elaine Top Sky

Rocky Boy Reservation, Montana

The Chippewa Cree language teachers of the Rocky Boy Schools, preschool through tribal college, will discuss: 1) The development of the Scope and Sequence portion of the curriculum; 2) Summer Chippewa Cree Language Immersion Program 2001; and 3) Summer Chippewa Cree Language Immersion Program 2002.

Ballroom C

Promoting Navajo Language Through Literature

Clara Bedonie

Rosie Jones

Tuba City, Arizona

Two mentor teachers in a Title VII Teacher and Personnel grant work with students at a tribal college to develop Navajo language literacy materials for primary students. This collaboration by language learners across generations creates new and engaging materials for young students, and it provides authentic purposes for literacy study by the adults at a tribal college. These texts are used to promote language and literacy. The presenters will discuss how these materials are the center of a bilingual biliterate classroom environment, which includes the use of puppetry, flannel board storytelling, role-playing, thematic units and interactive reading. They will also discuss the need for language learning in the future. A bibliography of Navajo language literature will be provided which includes books on tape and multimedia materials.

Ballroom D

Language Revitalization in California

Nancy Steele

L. Frank Manriquez

The Advocates for Indigenous California Language Survival

Berkeley, California

This presentation will provide an overview of the programs, methodologies, and strategies that the Advocates are currently employing in their work with the many language groups of California. Co-presenters will do a demonstration of the Master Apprentice techniques. They will also discuss and present on the Breath of Life program, which works with languages that have no fluent speakers. A screening of several short digital stories created by Native American teams on language issues will also be provided.

10:15 - 11:45 a.m. Concurrent Sessions II (Continued)

Room 275

Mothertongue: Healing from Patriarchy and Colonization

Qwo-Li Driskill, Director
Dragonfly Rising/Knitbone Productions
Seattle, Washington

Invasion and colonization are patriarchal and white supremacist processes that attempt to destroy Native concepts of gender, religion, social structure and language. This workshop will focus on colonization and patriarchy as intertwined forms of violence and will examine ways in which the reclamation of our original languages can help us as individuals and communities heal from historical trauma. We will use Theater of the Oppressed and dialogue as tools to better understand these issues in our lives. No previous theater experience is needed.

11:45 a.m. - 1:15 p.m. Lunch

1:30 - 3:00 p.m. Concurrent Sessions III

Ballroom B

***Using Technology to Revitalize Language and Culture:
Report from the Jicarilla Apache Dictionary Project***

Jordan Lachler, Department of Linguistics
Jule Gomez de Garcia
Melissa Axelrod
Taimi Ames Clark
Wilhelmina Phone
Maureen Olson
Matilda Martinez
Jicarilla Apache Dictionary Project
University of New Mexico, Albuquerque, New Mexico

In this session the presenters will give examples of the use of a variety of modern technologies including audio records, video recordings and computer editing and database software to aid in the preparation of the first large-scale dictionary of the Jicarilla Apache language. They will also demonstrate how to use the same technology for the creation of classroom language exercises for the community language stabilization project. Technology of this kind furthers the dictionary project by allowing the real-time collection of language in its cultural context and, at the same time, it allows production of documentary tapes for the community.

1:30 - 3:00 p.m.

Concurrent Sessions III (Continued)

Ballroom C

Learning from the Canyon

Helen Dineyazhe, Dual Language Teacher
Veronica Ahasteen, Dual Language Teacher
Jane Lockard, Title VII Director
Chinle Primary School, Chinle, Arizona

Chinle Primary School teachers will discuss why their school's curriculum is part of language stabilization efforts. They will demonstrate how they have worked to develop curriculum that helps students understand the value of traditional teachings and Dine language. They will share some of the hands-on learning activities that have been used with children to engage them in active learning. They will also discuss how you can use their experiences in your community.

Ballroom D

Resource Development: Preparing Indigenous Language Advocates, Teachers, and Researchers

Heather Blair, Canadian Indigenous Languages and Literacy
Development Institute Advisory Committee
University of Alberta, Edmonton, Alberta Canada
Donna Paskemin, University of Alberta
Barb Laderoute, University of Alberta
Priscilla Setee, University of Saskatchewan
Brenda Ahenakew, Saskatoon Tribal Council

The Canadian Indigenous Languages and Literacy Development Institute (CILLDI) is an intensive summer school developed as a joint venture between indigenous language researchers and activities in Alberta and Saskatchewan, Canada. Based on the idea that indigenous languages are a resource (Ruiz, 1998) CILLDI has been initiated to preserve and develop the human and linguistic resources for Canadian indigenous languages. The idea for the institute sprung largely from the recognition that the speakers themselves must preserve Aboriginal languages, many of which face extinction. Our institute views itself as an integral part of these preservation efforts. The overarching goal of CILLDI is to provide opportunities for those interested in the preservation and revitalization of indigenous languages to improve their native language proficiency and extend their professional growth as they take on the challenge of saving Canada's indigenous languages. At CILLDI we integrate cultural knowledge as facilitated by Elders and community leaders. This presentation will include an overview of our summer institutes from 2000 to 2002, provide video demonstrations of classes and special events, as well as a discussion of the role of CILLDI in the future of indigenous language resource development.

1:30 - 3:00 p.m.

Concurrent Sessions III (Continued)

Room 275

Language Acquisition and Native American Language Revitalization

Tracy Hirata-Edds, Language Acquisition and
Native American Language Revitalization
University of Kansas Child Language Program, Lawrence, Kansas

Students acquiring a second language go through developmental stages as they become speakers of this new language. These stages are related to their sound systems, vocabularies and grammars. It is important for teachers of Native American languages to understand characteristics of first and second language acquisition so curriculum, instruction and classroom lessons can be designed effectively. This presentation will outline various aspects of language acquisition and suggest approaches for incorporation of this knowledge into language teaching strategies.

3:15 - 4:45 p.m.

Concurrent Sessions IV

Ballroom B

Keeping the Language and Culture Alive

Gladys Yellowhair
Elizabeth Isaac
Kayenta School District, Kayenta, Arizona

Teaching Navajo Language to Navajo children is essential to self-identity and awareness. Kayenta Primary School in Northern Arizona has programs to teach Navajo language in K-2. Instruction is both in English and Navajo. Special activities that provide awareness in the language and culture will be shared. The activities provide knowledge in the language and culture as well as the modern teachings. Teaching one's own language provides self-identity and self-respect along with respect of others. One way to keep the language alive is to bring the Native language and culture into the schools and to the children.

Ballroom C

ANA - Language Master/Apprentice Project

Conrad Fisher, Dean of Cultural Affairs
Chief Dull Knife College, Lame Deer, Montana

The presentation will focus on a current ANA funded three-year language/apprenticeship project on the Northern Cheyenne Reservation. The language apprenticeship is focused on addressing the issue of language acquisition and fluency. Language loss has become a major issue in Indian Country. As a result, educational institutions have taken an interest in revitalization efforts. Chief Dull Knife College has taken the initiative to recruit tribal members who want to learn the Cheyenne language with the intent to become the next generation of language instructors. The presentation will include a panel discussion by project participants, a video presentation, and question and answer session for the panelists.

3:15 - 4:45 p.m.

Concurrent Sessions IV (Continued)

Ballroom D

'Whaia te reo': Metaphor Use by Newly Fluent Adult Speakers of Maori

Jeanette Margaret King
Christchurch, New Zealand

In an investigation of the role of adults in Maori language revitalization 30 newly fluent adult speakers used a range of metaphors to describe learning and use of the language. LANGUAGE as GROWTH or SUSTENANCE; LANGUAGE as a JOURNEY, and LANGUAGE as an ENVIRONMENT. These metaphors can be traced from 18th century traditional and biblical sources and have, at their base, the idea that LANGUAGE is a PROCESS or TRANSFORMATION. This contrasts with metaphors used by native speakers, which describe LANGUAGE as an OBJECT. The implications of these findings for language promotion and revitalization efforts are discussed.

Room 275

Native American Teaching Styles: Implications for Native American Language Classrooms

Frederick White, Adjunct
Occidental College, Los Angeles, California

Native American teachers have a teaching style that is decidedly different from that of their mainstream American counterparts. This session explores the impact this teaching style has on Native American students in their efforts to learn their ancestral language in the classroom. With specific differences in classroom management and expectations in student participation, Native American teachers exhibit traits that, once acknowledged and understood, will enhance their pedagogy and Native American student participation.

6:00 p.m.

Barbeque

The Oval



• **TUESDAY, JUNE II** •

8:30 - 10:00 a.m. Concurrent Sessions V

Ballroom B

Language Immersion: A Paradigm for Academic Excellence

Lori Falcon, Director
Nizipuhwahsin School, Browning, Montana

This interactive workshop will include classroom strategies and techniques to accomplish two goals: academic excellence and tribal language fluency. Information presented will show educators how second language literacy programs enhance divergent thinking skills and awareness of languages, both in English and in the tribal language. The presenter will facilitate dialogue related to effective teaching using the tribal language as the tool of instruction.

Ballroom C

Indigenous Sign Languages of North America

Jeffrey Davis, Associate Professor
Walter Kelley
Tony McGregor
College of Education, University of Tennessee, Knoxville, Tennessee

This workshop examines the linguistic structure and history of sign communication among indigenous populations in North America. Historical accounts and archival evidence of American Indian sign communication will be presented. We will discuss the evolution of signed language in American Deaf Communities that has been documented since the early 1600s. Indigenous signed language appears to have evolved for in-group communication, as an inter-tribal “lingua franca,” and as the primary language of the American Deaf Community. In addition to the historical evidence, examples of the sign communication currently used by some American Indian groups will be presented.

Ballroom D

Changing of the Guard: A New Generation of Native Language Teachers

Anne Goodfellow, Professor
Western Washington University, Bellingham, Washington
Simon Fraser University, Vancouver, British Columbia, Canada

Native language programs have been in operation for several decades now and many teachers of native languages have retired or will be doing so soon. Most of these retiring teachers spoke their native language as a mother tongue. Who will be taking their places? Most incoming native language teachers have learned their ancestral language as a second language and this has implications for the passing on of the language to young generations. Examples will be provided from the Kwakwaka'wakw area in British Columbia of how band-operated schools are preparing for this “changing of the guard” through training such as summer language immersion programs for new teachers.

8:30 - 10:00 a.m.

Concurrent Sessions V (Continued)

Room 275

Student Achievement in this Culture of Change

Paulina Watchman, Central Region Director
Carline Murphy, Southeast Region Director
Navajo National Rural Systemic Initiative,
Office of Dine Science Math and Technology
Window Rock, Arizona

Cultural infusion with a strong emphasis in science, math and technology can be accomplished in classrooms and schools predominately of Native American population. Culture's place in the classroom is a matter of finding a knowledge base from every prospective and making connections to existing school and state curriculum. Indian educators can make appropriate lessons using resources from community, home and school. Models will be provided on how culture infused in education reclaims and recognizes that learning can be fun and meet standards with instruction from an Indian perspective. Alongside the cultural aspect, integration of place-based, problem solving, hands on, inquiry based strategies allow for an interdisciplinary curriculum that can be designed and implemented.

10:30 a.m. - 12:00 p.m.

Closing General Session

Ballroom A

Keynote:

Importance of Strengthening Native American Languages

Dr. Richard Littlebear, President
Chief Dull Knife College, Lambe Deer, Montana

**Philosophy of
Montana Association
of Bilingual Education**

We believe that language is the most fundamental factor in education and that learning in and about more than one language results in significant cognitive and affective benefits. Children whose lives are impacted by languages other than English should be provided an educational program that assures them those benefits.



Linda McCulloch, Superintendent

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